DOCUMENT RESUME

ED 164 574 TM 007 851

TITLE	Citizen Attitudes Toward Education 1974-1975 Massachusetts Educational Assessment Program.
INSTITUTION	Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.
PUB DATE	May 75
NOTE	97p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Attitudes; *Educational Attitudes; *Educational Needs; *Educational Objectives; Elementary Secondary Education; Needs Assessment; Parent Attitudes; *Public Opinion; School Attitudes; *State Surveys; Student Attitudes; Teacher Attitudes
IDENTIFIERS	*Massachusetts

ABSTRACT

The results are reported of a survey of citizen attitudes toward education in Massachusetts, that was conducted in conjunction with a statewide educational assessment of 9 and 17-year old students during 1974-1975. The results were weighted to give 36% weight to parents and other adults, 36% to students and recent graduates, 18% to teachers and school administrators, and 10% to business and community leaders; but data are given by categories as well as by totals. There was a high degree of agreement between different categories of citizens. The major finding was the desire for more attention to be given to basic skills and to career education, and for more funds to be spent on occupational preparation. Tables present data on the following topics: (1) emphasis on 28 school concerns; (2) opinions on 14 statements about public education; (3) ratings of the overall quality of the local school; (4) ways in which more money should be spent if it were available; (5) ways in which school budgets should be reduced; and (6) changes desired during the next 10 years. Demographic and geographic descriptions are provided for the respondents. (CTM)

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MASSACHUSETTS EDUCATIONAL ASSESSMENT PROGRAM

CITIZEN ATTITUDES TOWARD EDUCATION
1974-1975

State Department of Education, Bureau of Research and Assessment, May, 1975

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The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

During the past year a sample of citizens throughout Massachusetts participated in the public attitudes survey and goals study of the statewide educational assessment program. The findings of these two components of the assessment program will provide educators and policy makers with a better understanding of public concerns and priorities in education.

The time and cooperation of all participants in the statewide educational assessment program are greatly appreciated.

John S. Sullivan
Chairman
State Board of Education

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I. INTRODUCTION

During 1974-1975, Massachusetts conducted the first phase of a statewide educational assessment program. A random sample of nearly 18,000 nine and seventeen year old students, in 338 schools throughout the Commonwealth, participated. The areas assessed were Reading, Mathematics, and Decision-Making for both ages, and Occupational Knowledge and Occupational Attitudes for seventeen year olds only.

In addition to testing a sample of students in these areas, a survey was administered to citizens throughout Massachusetts to determine their attitudes toward education in Massachusetts. Another survey was also distributed which asked citizens of the Commonwealth to respond to Massachusetts' educational goals.

This survey of citizen attitudes toward education was distributed to a sample of around 3,000 people (e.g., parents, students, community leaders, employers, teachers and school administrators). The survey attempted to find out what interested groups in the Commonwealth think about the nature and quality of education in Massachusetts.

Effective education depends on the ideas and support of the public. Evaluation of educational performance in public schools is most useful when it can be related to citizen views on what should be accomplished in public education. The attitudes expressed in the survey of citizen attitudes toward education therefore are critical because they constitute a framework in which to make the policy implications of the Reading, Mathematics, Decision-Making, Occupational Knowledge and Occupational Attitudes components of the educational assessment program responsive to the needs of Massachusetts citizens.

The first phase of the assessment program was funded through state and federal funds and was directed and monitored by the Bureau of Research and Assessment of the Massachusetts Department of Education. The Bureau of Research and Assessment is responsible for supplementing, extending, and updating the assessment program and for working closely with school systems throughout the State in implementing the findings of the assessment program.

The Department of Education was assisted in the planning, data gathering, and analysis of the results of the assessment program by the Institute for the Study of Inquiring Systems (ISIS) which was placed under contract to the Department in February of 1974. ISIS was chartered in 1967 as a non-profit tax-exempt organization, specializing in performing educational research for all levels of government. Throughout the planning, development, and administration of the Massachusetts assessment program, ISIS worked closely with the State Department of Education to assure that the assessment adequately reflects Massachusetts educational goals and practices.

II. HIGHLIGHTS

This section of the report presents the major findings of the assessment of Citizen Attitudes Toward Education. This section, with some additional material, is published separately as the Highlights Report on Citizen Attitudes Toward Education. Since the section is designed for separate distribution, it contains some material that appears elsewhere in this full report.

The section is presented in three parts. The first part includes a brief history of the Massachusetts Educational Assessment Program and a discussion of the major findings on Citizen Attitudes Toward Education. The second part presents a tabular, graphic, and narrative description of the findings in terms of citizen characteristics. The last part notes the implications of the findings and outlines ways in which the Massachusetts Department of Education hopes to assist local communities to interpret and use the results.

This is one of several reports documenting the results of the first stage of the Massachusetts educational assessment program. The overall purpose of the assessment program is to gather information that will indicate the nature of Massachusetts' educational goals and how well the Commonwealth's educational system is meeting these goals. It is not the purpose of the assessment to determine how well individual students, schools, or school districts perform. Accordingly, the assessment was conducted on a sample of students throughout the state and the citizen attitudes toward education survey was based on a sample of less than three thousand citizens from all over Massachusetts. The data can be useful as baseline information but the findings cannot be analyzed to show trends in the school systems of the Commonwealth. The remainder of this report contains information about one particular area of the assessment program and provides suggestions as to the possible significance of the data.

BACKGROUND

In 1971, the Massachusetts Board of Education issued "The Results Approach to Education and Educational Imperatives," outlining fourteen priorities for Department of Education attention. Of the fourteen imperatives embodied in "The Results Approach to Education and Educational Imperatives," the first ten describe ways in which to improve Massachusetts public schools. The first three priorities of the document are:

- Define the educational results expected (goals).
- Measure the educational results achieved (design for assessment).
- Establish result-oriented educational standards tied to goals.

In 1972, in response to the first priority, and through an effort involving citizens throughout the State, the Board of Education published "Educational Goals for Massachusetts." This document described the ten broad goals to which the educational systems of the State should aspire.

In July, 1973, in response to the second priority, the Board of Education approved the development of the statewide educational assessment program. The first phase of the program deals with three of the ten goals in the 1972 document - basic communication skills, effective use of knowledge and occupational competence.

Six regional assessment advisory committees, composed of teachers, educational administrators, employers, public officials, parents and students, were established to design the educational assessment program. Since one of the major goals of the

assessment program is to provide information about the quality of education on a statewide basis, the committees decided that a sample of students could be used to measure patterns of achievement and attitudes. Another goal of the statewide program is to involve Massachusetts citizens in assessment activities. The committees therefore decided that the assessment program should survey public attitudes toward education and citizen evaluation of the state's ten educational goals. In addition, during the summer, fall and winter of 1974/1975, meetings were held with Superintendents of Schools, Principals and members of the Massachusetts Teachers Association to orient them to the purposes and procedures of the Assessment Program The Executive Committees of the Massachusetts Association of School Superintendents the Massachusetts Association of Secondary School Principals, the Massachusetts Association of Elementary School Principals and the Massachusetts Association of School Committees played an active role in the assessment program.

In February of 1974, the Department of Education awarded a contract to the Institute for the Study of Inquiring Systems (ISIS) to assist the Department in planning, conducting, and analyzing the results of the assessment program. Throughout the late winter and spring of 1974, ISIS met repeatedly with members of the Department, the six regional advisory groups and the state's educational organizations to finalize the design and plans for implementation of the first year of Massachusetts' educational assessment program.

During 1974-1975, as a result of this planning, Massachusetts conducted the first phase of the statewide educational assessment program. A random sample of nearly 18,000 nine and seventeen year old students, in 338 schools throughout the Commonwealth, participated. The areas assessed were Reading, Mathematics, and Decision-Making for both ages, and Occupational Knowledge and Occupational Attitudes for seventeen year olds only. The testing, data recording, and analysis procedures contained controls which guarantee that no data can be obtained that identifies particular students, schools, or school districts. In addition, a sample of citizens throughout the state were surveyed to determine their attitudes toward education and their evaluation of the Massachusetts' educational goals.

PURPOSE

The overall purpose of the assessment program is to evaluate the state's educational system and, on the basis of the results obtained, to find appropriate methods of program improvement. Although local districts are not identified in the statewide assessment program, the results can suggest ways in which state and local resources can be applied for change that is seen necessary by the general public, students and educators.

Specifically, the assessment program serves four goals: first, to provide the general citizenry, students, parents, legislators, and educators with more accurate and useful information about the quality of education in Massachusetts; second, to provide state-level decision-makers with detailed information necessary to make better informed policy decisions and recommendations about statewide educational activities; third, to provide citizens, school committees and school administrators with information on patterns of performance and attitudes as an aid in analyzing local educational conditions and in setting local objectives; fourth, to make available statewide assessment procedures to school systems so that districts can use them in developing and implementing their own assessment practices.

This Highlights Report is one of two summarizing the results of assessment activities involving the general population. A more complete report of each part of the assessment is available in more technical documents in the offices of every School Superintendent throughout the state.

CITIZEN ATTITUDES TOWARD EDUCATION

Effective education in the Commonwealth depends on the ideas and support of Massachusetts citizens. This survey of attitudes toward public education was undertaken so that citizens could express their opinions about present conditions of, and future directions for, education in Massachusetts. As such, the survey serves as significant planning input for educational policy making.

DEVELOPMENT OF THE QUESTIONNAIRES

Since 1969, the Gallup organization has been conducting surveys of attitudes toward education. The results of these annual surveys have been reported in educational publications and have appeared in the newspapers. Attitudes expressed in these surveys have been used by administrators and decision-makers to indicate acceptance of certain policies and to highlight directions to be pursued.

The Massachusetts survey of citizen attitudes toward education originated from the Gallup surveys. Members of the six regional assessment advisory committees evaluated the Gallup questions and suggested the subject matter to be included in the Massachusetts survey. In response to their suggestions, Massachusetts Department of Education and ISIS staff developed a draft attitude survey questionniare. This was pretested on a small number of parents, teachers and students, and given to the people on the advisory committees for comment. The content of the final questionnaire is described in Table 1.

TABLE 1

SUBJECT MATTER FOR CITIZEN ATTITUDES TOWARD EDUCATION QUESTIONNAIRE

A. EMPHASIS: A list of 28 statements was developed and labeled "What the Schools are Trying to Do." The list contains concerns closely related to some of the sixty goals used in the Survey of Public Response to Educational Goals of the educational assessment program. The person answering the questions is asked what he thinks the current emphasis is in his local schools, and how he thinks this emphasis should be changed.

B. OPINIONS: This section contained a list of 14 statements. Each statement expresses an opinion about public education. The respondent is asked to indicate the extent to which he agrees with each statement.

C. QUALITY: In this part, the respondent is asked to rate the overall quality of the schools in his town as great, good, fair, or poor, and to state the reasons for giving that rating. There is also a list of six possible school problems. The respondent is asked to check the ones he feels are problems in his school system.

D. COST: The respondent is asked to estimate how much money is spent on public education per person in a year in the U. S., and in Massachusetts. Then he is asked whether this amount for Massachusetts is about right, or should be increased or decreased. After this there are two questions dealing with priorities:

If more money were available for your local public schools , on what should it be spent?

If it were necessary to reduce the school budget in your area, which expenditures should be reduced or eliminated?

E. CHANGES: The respondent is also asked what kinds of changes he would like to see made in the public schools in the next ten years.

DISTRIBUTING AND COLLECTING QUESTIONNAIRES

A representative sample of school districts throughout Massachusetts was selected for the attitudes survey. The superintendents of these districts were contacted by telephone and asked to take part in the survey. Of those contacted, almost every superintendent agreed to cooperate.

Superintendents were given suggestions as to how many questionnaires to give to high school students, junior high school students, teachers and other educational professionals, parents of school age children, and other adults in their district. Most of the details of selecting which people to give questionnaires to were handled by the superintendents of cooperating school districts. All questionnaires were returned by mail. The sample drawn from local districts was supplemented by a mail sample of employers and community leaders conducted by ISIS and the Department of Education.

Each person who filled out a questionnaire was asked to supply information about himself or herself. Respondents were requested to indicate their relation to education, how much education they had, their sex, their age, and were asked to answer two questions concerning their visits to schools. Table 2 describes the sample of Massachusetts citizens who participated in this study. The groups

included under the category "Relation to Education" are defined as follows. "Community leaders" are either people holding elective offices, offices in labor unions, or important appointed positions in government, or people who serve on school committees or on community planning commissions, or individuals who write for newspapers, appear on television, etc. "Employers" are individuals with hiring authority in business organizations which employ fifty or more people. "Parents" are people who have children presently of school age. "Other adults" are people over high school age who do not now have school age children.

Parents were asked two questions related to the number of times they had visited a school in the previous twelve months. Parents were considered to have a "High Interest in Education" if they had made either five visits to school concerning their child's education or five visits to school for other purposes. The other ways in which people in the sample are classified should be self-explanatory.

In addition, each school district was classified by Kind of Community (KOC). Based on information concerning its size, financial and demographic characteristics, each school district was assigned to one of four KOC's defined as: Big City; Industrial Suburb; Residential Suburb; Other.

TABLE 2

SAMPLE COMPOSITION
(In Percent)

TOTAL NUMBER OF RESPONDENTS	2912
RELATION TO EDUCATION	
Community leaders	7
Employers	7
Parents	10
Other adults	3
Teachers and school administrators	14
High school students	24
Junior high school students	24
Recent high school graudates	7
No answer	4
TOTAL	100
SEX	
Female	48
Male	49
No answer	3
TOTAL	100
AGE	
20 or under	58
21 to 34	11
35 to 44	13
45 to 54	11
55 or over	5
No answer	2
TOTAL	100

TABLE 2 (CONT'D)

SAMPLE COMPOSITION
(In Percent)

EDUCATION	
Less than high school	32
High school	6
Post high school schooling	6
Some college	9
College graduate	27
No answer	20
TOTAL	100
(FOR PARENTS ONLY)	
Number of visits to school related to child's education in last 12 months:	
None	4
One	6
Two to four	46
Five or more	43
No answer	1
TOTAL	100
(FOR PARENTS ONLY)	
Number of vists to school for plays, sporting events, volunteer programs:	
None	18
One	8
Two to four	39
Five or more	33
No answer	2
TOTAL	100

Big Cities generally refer to communities designated as central cities according to the 1970 United States Census. Examples of Massachusetts big cities include Brockton, Haverhill, Holyoke, Lawrence, Worcester.

Industrial Suburbs generally include three types of communities: Suburbs in the inner Boston circle and with below average family income and with more than 20% commercial and 7% industrial land use; Suburbs in the outer Boston circle with below average family income and with more than 20% commercial and 7% industrial land use; and Suburbs of central cities other than Boston with below average family income and with more than 20% commercial and 7% industrial land use. Examples of industrial suburbs are Cambridge, Chelsea, Medford, Quincy, Peabody, Waltham, Lee and Monson.

Residential Suburbs generally fall into three categories: Suburbs of Boston (not Industrial Suburbs) with average family incomes up to $16,000; Suburbs of Boston (not Industrial Suburbs) with average family incomes over $16,000; and Suburbs of central cities other than Boston with above average family incomes. Examples include Arlington, Braintree, Framingham, Scituate, Walpole, Andover, Dover, Milton, Newton, Chelmsford, Shrewsbury, Wilbraham.

Other communities generally include the following types: Resort towns in the Cape Cod area; Resort towns in the Berkshire area; Suburbs of cities other than Boston (not Industrial Suburbs) will less than average family income; Towns with below average family income and industrial/commercial land use; Towns with below average family income that are non-industrial, non-commercial and non-resort areas; and communities with a population of less than 2,500 inhabitants but not resort areas. Examples of Other communities include Barnstable, Chatham, Yarmouth, Stockbridge, Bridgewater, Hadley, Oxford, Stoughton, Newburyport, Taunton, Ayer, Kingston, Orange, Webster, Ashfield, Dunstable, Plympton.

School systems can receive their KOC code type from a listing of all communities in the technical report. No information is available that would allow identification of individual students, schools, or school systems.

SUMMARY OF FINDINGS

The major finding of this survey of Citizen Attitudes Toward Education is that different types of citizens show a high degree of agreement about what is now happening in the schools and in the kinds of changes they would like to see in the future. In recommending directions for the future, they most often said they wanted more attention given to basic skills and to career education. In proposing how additional funds might be spent for education, many people would want it directed toward occupational preparation.

A - EMPHASIS

The public attitudes questionnaire contained a list of twenty-eight things that the schools are trying to do. Citizens were asked to indicate how much emphasis their schools are now putting on each one, and how this emphasis should be changed. Their answers to these questions are shown in Tables 3A, 3B, and 3C.

From 32% to 78% of the people want to increase the emphasis on each function the school performs, but only from 2% to 8% want to decrease the emphasis on each function. The fact that Massachusetts citizens identified many ways in which

they want the responsibilities of the schools increased, but few ways in which they want them decreased indicates that they want the schools, on the whole, to be "doing more."

What is it that most Massachusetts citizens want more of? Table 3A shows the top ten concerns. From 63% to 78% of the respondents want students to develop better job finding skills, get actual work experience, express themselves clearly in writing, read well, know about American government, and understand the rights and responsibilities of citizenship (ranks 1, 7, 4, 6, 9 and 3). As in another part of this assessment program - The Public Response to Educational Goals - they also want students to have respect for personal dignity and to develop moral values (ranks 2 and 5). Finally, they feel that schools should teach students to have the skills to become a good parent, and to understand the need for conservation of resources (ranks 8 and 10). Overall, they are expressing the wish to have the schools give students more help in achieving success in their careers and to be a credit to the society.

Table 3A also shows how many people think the schools <u>now give high emphasis</u> to each of these concerns. Look at item number six as an example. Sixty nine percent of the people think the emphasis on reading should be increased. Thirty four percent of these respondents who feel that emphasis on this function should

TABLE 3A: EMPHASIS ON SCHOOL CONCERNS

Rank	What the schools are trying to do	PERCENT WHO THINK EMPHASIS SHOULD BE INCREASED	PERCENT OF "INCREASERS" WHO THINK EMPHASIS IS NOW HIGH	PERCENT OF "NON-INCREASERS" WHO THINK EMPHASIS IS NOW HIGH
1	Develop job finding skills, such as how to find out which skills are needed for various jobs, etc.	78	20	54
2	Develop respect for the personal dignity and contribution of every human being.	76	23	59
3	Help students understand the rights and responsibilities of citizenship.	74	24	58
4	Help students develop the ability to express themselves clearly in writing.	73	32	70
5	Develop students' spiritual, moral and ethical values and attitudes.	71	17	37
6	Help students develop the ability to read quickly and with understanding.	69	34	77
7	Give all students a chance to get actual work experience in a variety of jobs.	69	16	33
8	Develop the skills and knowledge needed to become a good parent.	63	14	22
9	Provide students with a good working knowledge of American government.	63	28	65
10	Help students understand the need for conservation of natural resources, such as energy.	63	27	62

be increased ("increasers") think the schools already give high emphasis to reading. On the other hand, of the 31% of people (100% less 69%) who think the emphasis on reading should not be increased ("non-increasers"), fully 77% of them think the emphasis on reading is high now. Note that in every case fewer of the "increasers" think that the current emphasis is high. Concern number eight is worth comment. Sixty three percent of the respondents want more emphasis on helping students become good parents, but here the increasers and the non-increasers are nearly in agreement that the current emphasis is not high.

From 56% to 62% of the people would like the concerns shown in Table 3B to get increased emphasis. Several of these deal with the details of school service and operation. Items 11, 13, 17 and 20 deal with matching the curricula to the student. Items 14 and 19 deal with counseling, and 12 deals with student-teacher communication. Item 18 deals with alcohol, drugs, and tobacco. The other two items of concern (15 and 16) continue themes represented in Table 3A. Several items in Table 3C are related to those in Table 3B. For example, item 21 (on health habits) is related to item 18 in Table 3B. Item 22 in Table 3C (help teachers keep up with new developments) is related to those items in Table 3B which have to do with pedagogical techniques. Items 25 through 28 in Table 3C generated least enthusiasm for increased emphasis. These are traditional school subjects, and they are believed to have high emphasis now, especially by those who do not think their emphases should be increased. It can be argued that

TABLE 3B EMPHASIS ON SCHOOL CONCERNS

Rank	What the schools are trying to do	PERCENT WHO THINK EMPHASIS SHOULD BE INCREASED	PERCENT OF "INCREASERS" WHO THINK EMPHASIS IS NOW HIGH	PERCENT OF "NON-INCREASERS" WHO THINK EMPHASIS IS NOW HIGH
11	Provide educational programs that meet the needs of students at all levels of learning ability.	62	35	68
12	Encourage teachers to pay attention to their students' opinions.	62	28	68
13	Encourage students to learn by independent study and self-directed effort.	61	26	64
14	Provide vocational and educational counseling for all students.	60	28	65
15	Help students in vocational courses get relevant work experience.	60	27	54
16	Help students understand how they can protect and preserve the environment.	60	28	66
17	Allow each student to learn at his or her own rate, instead of the whole class learning the same things at the same time.	59	23	62
18	Inform students about the harm that excessive use of alcohol, drugs, or tobacco can cause.	59	34	72
19	Provide individual and group counseling on personal problems.	56	25	57
20	Help students with special needs, such as the physically handicapped, the retarded, the slow learners, etc.	56	35	73

citizens would support a decreased emphasis on these concerns in return for increased attention to the areas stressed in Table 3A. The strongest case can be made for item 27, dealing with physical fitness and sports. More people see this concern as currently having a high emphasis than any other concern (44% for the increasers and 82% for the non-increasers). In view of the extreme imbalance between the percent of people who want the emphasis for the average item increased rather than decreased (58% compared with 4%), the comparable figures for physical fitness (34% and 7%) must be interpreted as showing little support for having schools stress this function.

The percents for items 26 (basic science) and 28 (American and world history) are very close to those for physical fitness. A large number of respondents seemed to feel that the current strong emphasis on all three concerns is unwarranted. (The discussion of demographic patterns which follows will identify the groups which support or oppose changes in emphasis for the various concerns).

Items 24 and 25 are at the bottom of the list, also, but they are a special case, since they are related to the arts. In another part of this assessment program, the Public Response to Educational Goals, it was learned that the arts have much less public support than other areas of educational concern. Item 23 (computational skills) should not be thought of as belonging to the group of

TABLE 3C EMPHASIS ON SCHOOL CONCERNS

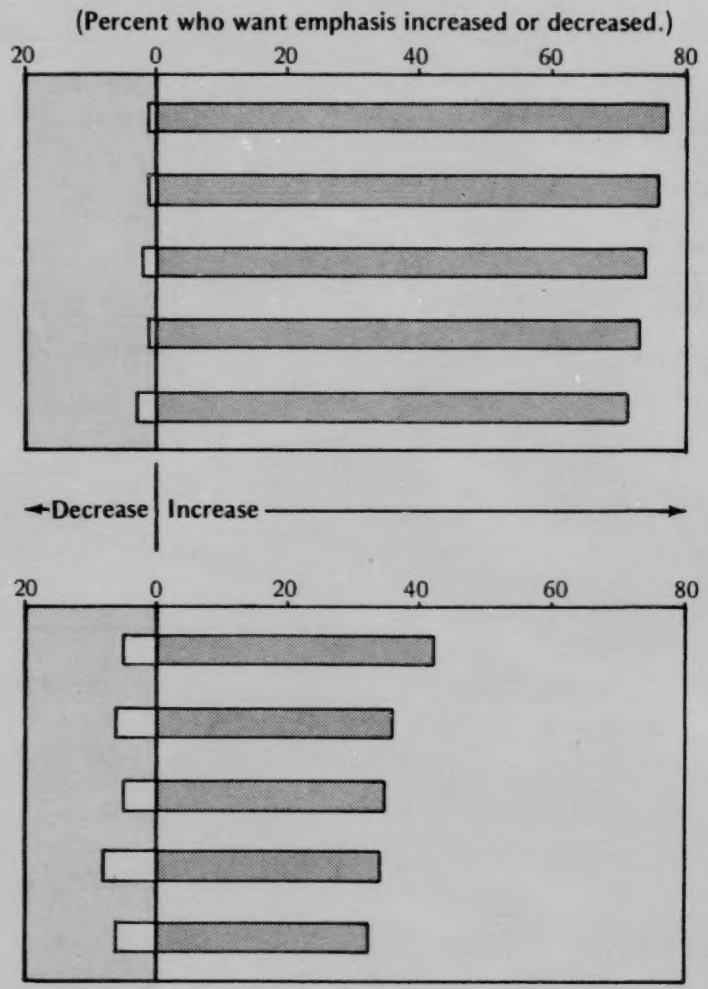
Rank	What the schools are trying to do	PERCENT WHO THINK EMPHASIS SHOULD BE INCREASED	PERCENT OF "INCREASERS" WHO THINK EMPHASIS IS NOW HIGH	PERCENT OF "NON-INCREASERS" WHO THINK EMPHASIS IS NOW HIGH
21	Teach students how to achieve physical well-being by means of good health habits and medical care.	53	24	61
22	Provide time and money to help teachers keep up with new developments in education.	51	22	53
23	Develop students' computational skills.	49	37	58
24	Develop students' ability to appreciate music, drama, art, etc.	42	27	59
25	Develop creative and artistic skills, such as those used in painting, acting, pottery making, metalwork, weaving, etc.	36	32	64
26	Provide students with a good background in basic science.	35	42	76
27	Teach students about physical fitness by encouraging them to take part in exercise and sports.	34	44	82
28	Provide students with a good background in American and world history.	32	40	76

FIGURE 1.

HIGH AND LOW EMPHASIS ON SCHOOL CONCERNS

(Percent who think emphasis should be changed.)

Rank	School Concern
1	Develop job finding skills, such as how to find out which skills are needed for various jobs, etc.
2	Develop respect for the personal dignity and contribution of every human being.
3	Help students understand the rights and responsibilities of citizenship.
4	Help students develop the ability to express themselves clearly in writing.
5	Develop students' spiritual, moral and ethical values and attitudes.
24	Develop students' ability to appreciate music, drama, art, etc.
25	Develop creative and artistic skills, such as those used in painting, acting, pottery making, metalwork, weaving, etc.
26	Provide students with a good background in basic science.
27	Teach students about physical fitness by encouraging them to take part in exercise and sports.
28	Provide students with a good background in American and world history.



unpopular items at the bottom of the list. Forty nine percent feel its emphasis should be increased, and only 3% would decrease it.

Demographic Analysis for Increase of Emphasis

Tables 3A, 3B, and 3C describe the pattern for all of the respondents. The assessment report on Public Response to Educational Goals pointed out that there was only one pattern of priorities toward goals in Massachusetts, and it was shared by all kinds of people all over the state. Differences from this overall pattern could be identified, but they were quite minor in importance. The same finding can be reported for this assessment of Citizen Attitudes Toward Education - there is one main pattern, and all groups share in it to a very great extent. However, there are some differences, and since they are interesting, they will be reported here.

In general, the views of community leaders, employers, parents and other adults are very similar. The opinions of recent graduates and eleventh and eighth grade students are alike. Teachers form a third group, different in viewpoint from both of the other two groups. Men and women gave similar answers. Responses from the four kinds of community groups were similar.

Parents, other adults, community leaders and employers, to a greater extent than other respondents, support increased emphasis for item 4 (writing), 26 (science), 28 (history), 6 (reading) and 18 (harm from alcohol, drugs, or tobacco). This seems to indicate their concern over basic academic skills also reflected in the Goals Study of the Assessment program. On the other hand, they support increased emphasis for the following items to a lesser extent than do other respondents: 22 (help teachers keep up with new developments), 24 and 25 (the arts).

Students and recent graduates, to a greater extent than other respondents, support increased emphasis for item 12 (encourage teachers to pay attention to student opinions), 17 (each student to learn at his own rate), 7 (students to get actual work experience), 16 (protect the environment), and 19 (counseling on personal problems). Item 7 represents a concern which prevails throughout the Assessment findings. Students consistently stress the need for practical career preparation.

Teachers supported items 22 (help teachers keep up with new developments), 23 (computational skills), and 24 (appreciate art) most strongly, relative to other respondents. But they supported less strongly than did other groups items 12 (encourage teachers to pay attention to student opinions), 15 (work experience

for vocational students) and 20 (help students with special needs).

In terms of the respondents' education, we can compare those with some college education and those with no college education. Those with college education gave more support (while others gave less support) to items 24 (appreciate art) and 28 (history). The reverse was true for item 12 (encourage teachers to pay attention to student opinions), where college people gave less support.

Females gave more support (while males gave less support) to items 19 (counseling on personal problems), 24 and 25 (the arts). Males gave more support (while females gave less) to 23 (computational skills) and 27 (physical fitness and sports).

People under 35 years of age gave more support (while people over 35 gave less support) to items 12 (encourage teachers to pay attention to student opinions) 17 (allow each student to learn at his own rate), and 22 (help teachers keep up with new developments). People over 35 years of age gave more support to items 4 (writing), 23 (computational skills), and 28 (history). There was no essential difference between the views of "High Interest" and "Low Interest" parent groups (see page 14).

B - OPINIONS

The Citizen Attitudes questionnaire contained a list of fourteen opinions that people typically express about public schools and public education. The respondent was asked to indicate how strongly he agreed or disagreed with each opinion. He was asked to . . .

Rate each statement on this scale:

1	2	3	4
Agree strongly			Disagree strongly

Table 4 shows the opinion statements ranked by the proportion of people who "agree strongly" with each one. The first five opinions represent those with which respondents "strongly agreed" or "agreed." These items include the belief that students should be made to feel that they are in school to learn, not just to achieve grades (item 1); that students should be given the opportunity to learn in places other than schools (items 2 and 4); that girls and boys should get the same career courses (item 3); and that more programs should be provided for adults (item 5).

Only three of the fourteen opinions produced high proportions of people who disagreed strongly. These were items 8 (girls and boys on same sports teams),

10 (freer curriculum), and 12 (more programs for children under six). For items 6, 7, 9, 11, 13, and 14, respondents expressed all four possible degrees of agreement and disagreement. These items all have either a negative tone or an implied criticism of the schools. In some cases, such as item 14, the double negative of the statement may have confused the respondents. Overall, however, it seems that there were mixed feelings toward issues which could have a positive or negative implication about the functions performed by schools.

Demographic Analysis for Opinions

More of the community leaders, employers, parents and other adults (than other groups of respondents) agreed strongly with items 9 (ignore illegal activities), 11 (too easy to get through school), and 13 (schools try to get advice) than those in other groups. Fewer of them agreed strongly with items 8 (girls and boys on same teams) and 10 (freer curriculum). More of the respondents in the two student groups agreed strongly with 10 (freer curriculum) and 12 (programs for children under six), and fewer of them agreed with item 11 (too easy to get through school) than those in other groups. More of the recent graduates agreed with 5 (more programs for adults) and 6 (schools don't provide good programs for slow learners), and fewer agreed with 13 (schools try to get advice) and 14 (when students don't do well). More of the teachers agreed with 11 (too easy to get through school) and 14 (when students don't do well), and fewer agreed with

TABLE 4: OPINIONS

Rank	Opinion List	PERCENT OF RESPONDENTS WHO AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY
1	Schools should encourage students to feel that learning is just as important as grades.	73	15	5	5
2	Educational programs should use community resources outside of the school, such as museums.	69	23	5	2
3	Girls and boys should be able to go to schools where they can get the same career and vocational courses.	66	21	6	4
4	Students should be allowed to take some courses that are given in places other than in schools.	51	29	9	8
5	Schools should offer more programs for adults and the elderly.	34	32	19	12
6	Schools don't provide good programs for slow learners.	27	26	26	18
7	Schools don't provide good programs for really bright students.	25	26	23	24

TABLE 4: OPINIONS (CONT'D)

Rank	Opinion List	PERCENT OF RESPONDENTS WHO AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY
8	Girls and boys should be able to play on the same sports' teams.	24	21	19	33
9	The public schools tend to overlook illegal activities on the part of students.	23	29	24	19
10	Schools should have a freer curriculum, with fewer required courses and more individualized options.	22	21	24	30
11	It is too easy to get through school today; standards and requirements are too low.	20	29	26	23
12	Schools should offer more programs for children under six years of age.	18	21	26	31
13	Our schools really try to get advice from parents, students, and community leaders about important decisions.	18	27	30	22
14	When students don't do well in school, it usually isn't the school's fault.	12	41	31	15

9 (ignore illegal activities) and 14 (when students don't do well) than did other respondents.

Females and males had opposite views on three items. More of the females (and fewer of the males) agreed strongly with item 8 (girls and boys on same sports teams). More of the males (and fewer of the females) agreed strongly with items 11 (too easy to get through school) and 14 (when students don't do well).

C - QUALITY OF EDUCATION IN MASSACHUSETTS

Each respondent was asked to rate the overall quality of the schools in his town. Sixty two percent gave their schools a good rating and 38% gave a bad rating (see Table 5). They were also asked for the reasons for this rating. Those who gave a good rating gave such reasons as: good facilities, good curriculum, good quality and quantity of staff, good teacher/student ratio, good academic, social or moral achievement of students, sufficient money to spend for education and school committee spends it well. The opposite position on all of these issues was taken by those who gave their schools a bad rating. Figure 2 shows differences in quality ratings by types of groups. It is interesting to note that teachers had the highest regard for schools while recent graduates had the lowest.

But both "good" schools and "bad" schools have problems. Respondents were given a list of possible problems, and asked to indicate if any of these prevailed in their schools. Almost everyone indicated that at least one problem mentioned exists in their schools. The problems checked by the largest numbers of people were lack of discipline, use of drugs, too large classes, and inadequate facilities. Table 6 shows these results.

All kinds of people note the occurrence of these problems. However, there are some interesting differences in the opinions of the people. Parents, community

leaders, and employers mention "lack of discipline" most frequently, and eleventh grade students mention it least frequently. Employers, community leaders and recent high school graduates mention "use of drugs" most frequently, while teachers and eighth grade students mention it much less frequently. "Inadequate facilities" are noted more often by students and females, and less often by parents, community leaders, employers, and males. "Classes too big" is cited most often by teachers and least often by parents. "Schools too small" is mentioned most often by students and least often by community leaders, employers, and teachers. "Schools too big" is seen as a problem most often by parents, teachers, and employers, and rarely seen as a problem by students or recent graduates.

These findings reflect national patterns of response among different groups. In addition, they indicate that problems concerning school conditions are more often raised by those within schools while problems having to do with outcomes are more often raised by those not in school on a daily basis.

TABLE 5: QUALITY

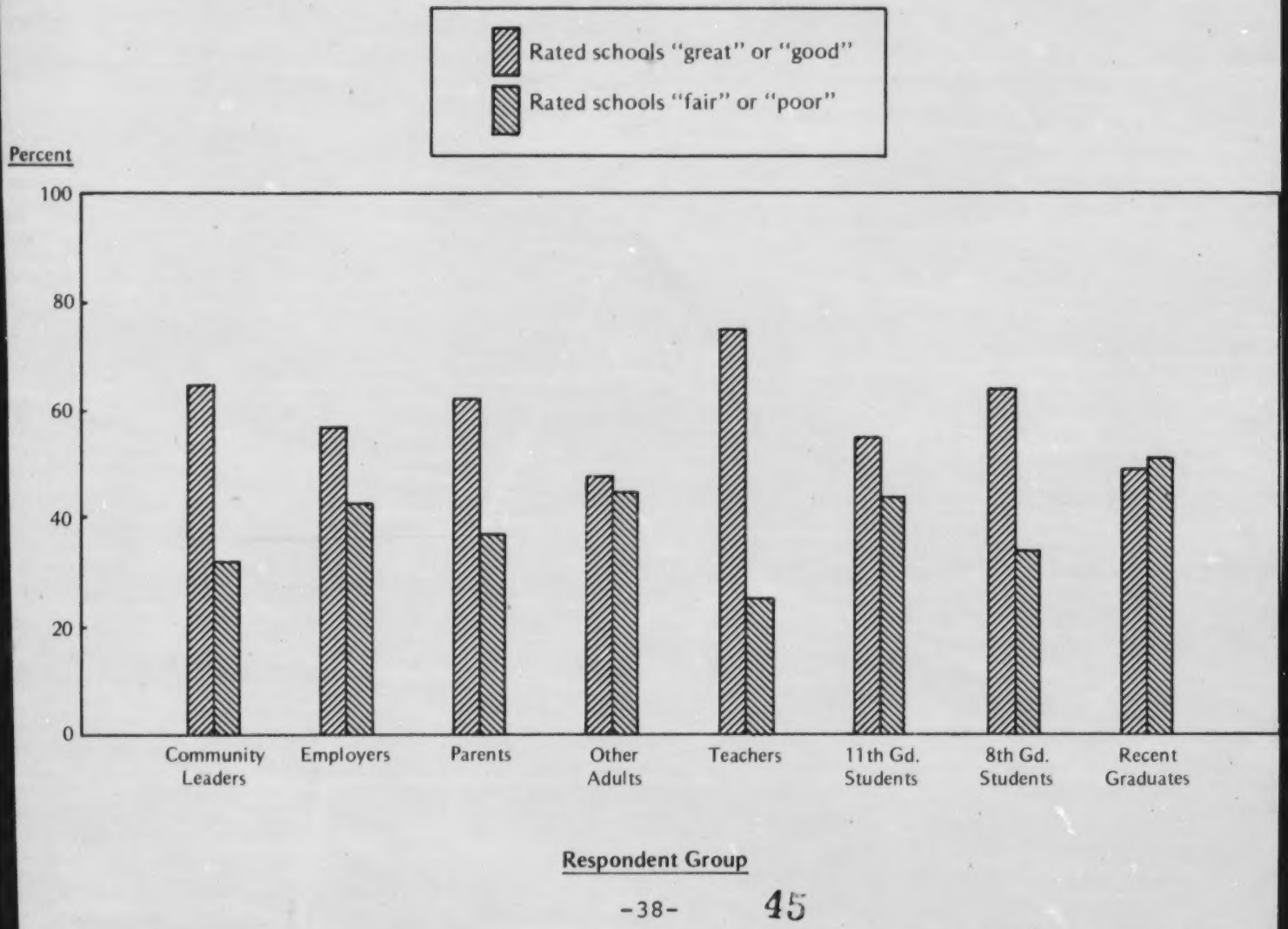
QUESTION: How would you rate the overall quality of the schools in your town?		PERCENT OF ALL RESPONDENTS
Good Rating	Great	6
	Good	56
Bad Rating	Fair	31
	Poor	7

TABLE 6: PROBLEMS

QUESTION: Do you think that any of the things listed at the right are problems in your schools? Check the ones that are problems, and add others, if necessary, in the space below.	PERCENT OF THOSE WHO GAVE GOOD RATING	PERCENT OF THOSE WHO GAVE BAD RATING
Lack of discipline	45	57
Use of drugs	37	48
Schools too small	18	30
Schools too big	6	9
Classes too big	33	42
Inadequate facilities	33	52
Inadequate teachers	8	16
Inadequate curriculum	3	5
People who mentioned at least one problem	85	96

FIGURE 2.

OVERALL QUALITY RATING OF THE SCHOOLS



D - COST OF PUBLIC EDUCATION

As a group, the citizens who took part in this survey do not have accurate information about the amount actually being spent on public education in the U.S. or in Massachusetts. When asked about how much should be spent in Massachusetts, 37% said we "should spend more," 24% said the amount now spent is "about right," 9% said we "should spend less," and 30% did not answer. Figure 3 shows the differences among the relation to education groups.

If more money were available for their local public schools, many people would want it spent on getting more vocational, technical or career education. This proposal has support from all types of respondents. Providing new and better teaching equipment, improving the teaching staff and putting more emphasis on the basic skills also have broad support. However, improving the teaching staff and putting more emphasis on the basic skills has strongest support among community leaders and employers, while building new or improving old facilities, getting new and better teaching equipment, getting more and updated books has strongest support among teachers and students. More recreation activities and better sports equipment were suggested mainly by students. A smaller percentage of respondents indicated that if more money were available it should be spent on programs to individualize learning, more arts and humanities courses, special programs for the gifted and handicapped and more counseling (see Table 7).

FIGURE 3.

SHOULD THE AMOUNT NOW SPENT FOR EDUCATION BE INCREASED OR DECREASED

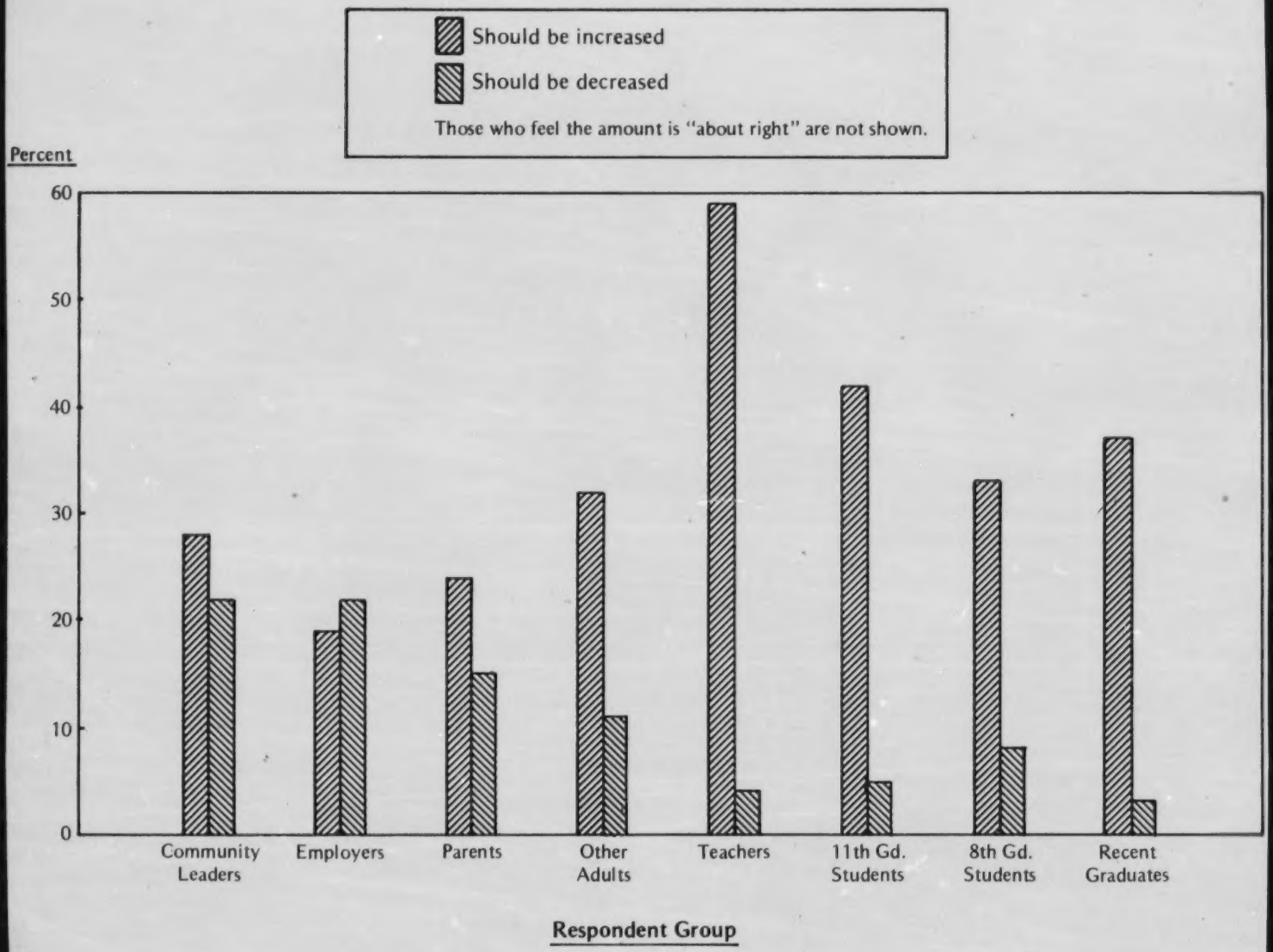


TABLE 7: WAYS TO SPEND MORE MONEY

QUESTION: If more money were available for your local public schools, on what should it be spent?	PERCENT OF ALL RESPONDENTS
Building new or improving old facilities	17
New and better teaching equipment	17
More, updated books	12
More vocational, technical, or career education	11
Improving the teaching staff; tenure review	9
More emphasis on basic skills	9
More teachers; reduce teacher/student ratio	8
Special programs for the educationally handicapped	6
More recreation and after school activities	6
Better sports equipment	6
Programs to individualize learning	5
More arts and humanities courses	4
More counseling	4
Special programs for the gifted child	2

Citizens found it difficult to answer the question which asked them what should be done if it were necessary to reduce the school budget for their local public schools. Many gave no answer at all or said that no reductions were possible. Of those who responded, they would primarily make reductions in the areas of administration (rather than teaching) and in the fringe areas (rather than the basic skills). Among the other areas where people would be willing to see expenditures reduced are varsity athletics, transportation provided by the school, and maintenance for buildings. Many people commented on school structures that were too expensive or luxurious. Many people are aware that teacher's salaries are a substantial part of the school budget. They suggested reducing the number of teachers or reducing salaries or fringe benefits (see Table 8).

TABLE 8: WAYS TO SPEND LESS MONEY

QUESTION: If it were necessary to reduce the school budget in your area, which expenditures should be reduced or eliminated?	PERCENT OF ALL RESPONDENTS
Reduce inter-school, varsity athletics	13
Reduce administration costs (personnel, facilities)	11
Reduce purchases of textbooks, teaching materials, teaching equipment	8
Reduce maintenance expenditures for buildings	7
Reduce transportation provided by school	6
Reduce the number of teachers	6
Make better use of available equipment	6
Reduce recreation and activities programs	5
Reduce athletic department expenditures	5
Reduce teacher's salaries or fringe benefits	5
Eliminate costly school structures and luxury items	4
Reduce music programs	4
Reduce art programs	3
Eliminate frills	3
Eliminate non-teaching aides	2

E - CHANGES DESIRED IN THE NEXT TEN YEARS

Respondents were asked to comment on the kinds of changes they would like to see made in the public schools in the next ten years. More people mentioned changes in curricula than any other topic. The change suggested by the largest number of people was more emphasis on basic skills. Community leaders, employers and teachers emphasized this the most. Almost as many want more vocational, technical, or career education. All groups expressed interest in this, but more community leaders and employers mentioned it (see Table 9).

Many people said that students should be given more attention, and others said there must be more discipline in the schools. These comments came from all of the population groups. There were suggestions that better trained and dedicated teachers are needed, and that the teacher/student ratio should be reduced. Parents, community leaders and employers were prominent among those mentioning the need for review of the tenure system.

More students than those in the other groups mentioned the need for better physical facilities. People in all groups mentioned the need for more local control of schools, but community leaders felt this most strongly. In light of citizen response to the questions on funding, it is surprising that in this section so few mention better management of funds and elimination of unnecessary spending.

TABLE 9: CHANGES DESIRED IN THE NEXT TEN YEARS

QUESTION: What kinds of changes would you like to see made in the public schools in the next ten years?	PERCENT OF ALL RESPONDENTS
More emphasis on basic skills	12
More vocational, technical, career education	10
Other changes in curriculum	19
Give students more individual attention	13
More discipline	10
More emphasis in humanistic areas	5
Better trained and dedicated teachers	10
Reduce teacher/student ratio	7
Review of tenure system	4
Better physical facilities	11
More local control of schools	2
Better management of funds	2
Eliminate frills and unnecessary spending	1

APPLICATION OF FINDINGS

The opinions expressed in the assessment of citizen attitudes toward education are critical in two ways. First, they indicate those concerns of the Massachusetts public which educators, administrators and legislators should be aware of in formulating policy. For example, the finding that if additional money was available for their local public schools, many people would want it spent on providing more occupational education rather than anything else, is important in establishing priorities based on perceived needs. Conversely, knowing that citizens would consider cutting programs which they feel schools overemphasize or which they rank as less important educational goals is critical in planning the relative stress that schools should place on one area over another. Similarly, the fact that citizens would like to see a greater emphasis on basic skills and more vocational education in the public schools in the next ten years is important in determining curricular emphases.

The findings of the attitude survey are also critical because they constitute a framework in which to make the policy implications of the Reading, Mathematics, Decision Making, Occupational Knowledge and Occupational Attitudes components of the educational assessment program responsive to the needs of Massachusetts citizens. The fact that parents, employers, public officials and students all advocate more occupational preparation supports the recommendation emanating from

the Occupational Knowledge and Occupational Attitudes assessments. These studies proposed that more occupational information and experiences be provided Commonwealth students.

In the fall of 1975, the Massachusetts Department of Education will make available to school systems teams, comprised of Department personnel, retired school superintendents, graduate students and teachers. These teams will help communities relate the findings of the public attitudes study to local concerns as well as to the statewide results of the Reading, Mathematics, Occupational Knowledge, Occupational Attitudes and Decision Making components of the educational assessment program. From this process, school systems will be able to identify gaps between what their citizens want and what they are presently emphasizing in their schools. On the basis of this identification, districts will be able to more effectively match programs to desired outcomes.

III. THE INSTRUMENT AND ITS ADMINISTRATION

DEVELOPMENT

Since 1969, the Gallup organization has been conducting surveys of attitudes toward education for Phi Delta Kappa, the national educational organization. The results of these annual surveys have been reported in publications read by teachers, and in briefer accounts in the newspapers. The questions used in the Gallup surveys were the starting point for the Massachusetts effort. Members of the six regional assessment advisory committees evaluated the Gallup questions and made suggestions as to what the subject matter should be for the Massachusetts survey. In response to their suggestions, the staff of the Bureau of Research, Department of Education, and survey specialists from ISIS, developed a draft attitude survey questionnaire. This was pretested on a small number of parents, teachers, and students, and given to the people on the advisory committees for comment. The content of the final questionnaire is described in Table 1, in Section II.

DISTRIBUTING AND COLLECTING QUESTIONNAIRES

A representative sample of school districts was selected for the attitudes survey. The superintendents of these districts were contacted by telephone and asked to take part in the survey. In spite of the short time available and the many other commitments each district had already made for such activities, almost every superintendent contacted agreed to cooperate.

Superintendents were given suggestions as to how many questionnaires to give to high school students, junior high school students, teachers and other educational professionals, parents of school age children, and other adults in the district. Most of the details of selecting which people to give questionnaires to were handled by the superintendents of cooperating school districts. All questionnaires were returned by mail. The sample drawn from local districts was supplemented by a mail sample of employers and community leaders conducted by ISIS and the Department of Education.

ANALYSIS

The eight groups under "relation to education" were combined in the analysis to produce a single figure to represent the state. It was decided to use a weighting method that would be comparable to that used for the goals study. Thus, the

weights shown in the table below for the attitudes study are the same as for the goals study for community leaders, employers, parents, and teachers. (Due to the small number of "other adult" respondents to the attitude survey, they were combined in the analysis with "parents.") The remaining 36% was divided equally among the three student groups.

Relation to Education Group	Weight in the Analysis
Community leaders	5%
Employers	5
Parents and other adults	36
Teachers and school administrators	18
Junior high school students	12
High school students	12
Recent high school graduates	12
TOTAL	100%

The tables in Section IV, Detailed Results, show the percents of people giving the significant answer to most of the questions. For the emphasis questions, this was the percent who thought the emphasis should be increased. The percent who think the current emphasis is high or very high is also shown separately for the "increasers" and "non-increasers." For the opinion items, the significant answer is the percent who agree strongly. For these questions the percents are shown for the complete list of demographic groups.

For the three open-ended questions (on changes, more money, and reduce the school budget), the complete tabulation of answers is shown in the part IV tables for each of the relation to education groups.

The reader can assume, unless the report states otherwise, that the answers of the community leaders, employers and parents are quite similar, and that the same is true for the three student groups. The answers of the teachers are sometimes similar to the first group and sometimes to the second.

IV. DETAILED RESULTS

The results of the Citizen Attitudes Toward Education Survey are shown in detail in this section. Table IV-1 lists the Kind of Community classification of each school district in the Commonwealth. Later tables show the results for the content areas of the survey in the sequence in which they are discussed in Section II. The tables in this section provide percentages for several groups of respondents, in addition to the state totals.

TABLE IV-1

IDENTIFICATION OF KIND OF COMMUNITY (KOC)* FOR MASSACHUSETTS SCHOOL DISTRICTS

KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM
3	Abington	4	Bernardston Union 18	2	Chelsea
3	Acton	3	Beverly	4	Chesterfield Union 66
4	Acushnet	4	Billerica	1	Chicopee
4	Agawam	4	Blackstone Union 44	4	Chilmark Union 19
4	Amesbury	4	Bolton Union 47	4	Clarksburg Union 43
3	Amherst Union 26	1	Boston	4	Clinton
3	Andover	4	Bourne Union 10	3	Cohasset
3	Arlington	4	Boxborough Union 42	3	Concord
4	Ashburnham Union 56	3	Boxford Union 58	4	Conway Union 38
4	Ashfield Union 65	3	Boylston Union 60	3	Danvers
3	Ashland	3	Braintree	4	Dartmouth
4	Athol	4	Brewster Union 54	3	Dedham
4	Attleboro	4	Bridgewater	4	Deerfield Union 38
2	Auburn	4	Brimfield Union 61	4	Dennis Union 11
3	Avon	1	Brockton	4	Dighton Union 37
4	Ayer	4	Brookfield Union 61	4	Douglas
4	Barnstable	3	Brookline	3	Dover Union 50
4	Barre Union 63	3	Burlington	4	Dracut
3	Bedford	2	Cambridge	4	Dunstable Union 46
4	Belchertown	3	Canton	3	Duxbury
4	Bellingham	3	Carlisle	4	East Bridgewater
3	Belmont	4	Carver Union 62	4	East Brookfield Union 7
4	Berkley Union 37	4	Chatham	4	Eastham Union 54
4	Berlin Union 60	3	Chelmsford	2	Easthampton

*KOC Definitions: 1 = Big city; 2 = Industrial suburb; 3 = Residential suburb; 4 = Other

TABLE IV-1 (CONT'D.)

KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM
3	East Longmeadow	4	Greenfield	3	Hudson
3	Easton	3	Groton Union 46	3	Hull
4	Edgartown Union 19	4	Groveland Union 53	4	Ipswich
4	Erving Union 28	4	Hadley	4	Kingston Union 31
4	Essex Union 48	4	Halifax Union 31	4	Lakeville Union 34
2	Everett	3	Hamilton Union 57	4	Lancaster
4	Fairhaven	4	Hampden	4	Lanesborough Union 69
1	Fall River	4	Hancock Union 69	1	Lawrence
4	Falmouth	3	Hanover	2	Lee Union 29
1	Fitchburg	4	Hanson	4	Leicester
4	Florida Union 43	4	Hardwick Union 63	4	Lenox
3	Foxborough	4	Harvard	1	Leominster
3	Framingham	4	Harwich	4	Leverett Union 28
4	Franklin	4	Hatfield	3	Lexington
4	Freetown Union 34	1	Haverhill	4	Leyden Union 18
4	Gardner	3	Hingham	3	Lincoln
4	Georgetown	3	Holbrook	3	Littleton
4	Gill Union 18	3	Holden Union 64	3	Longmeadow
4	Gloucester	4	Holland Union 61	1	Lowell
4	Goshen Union 66	3	Holliston	4	Ludlow
4	Gosnold Union 37	1	Holyoke	4	Lunenburg
3	Grafton	4	Hopedale	2	Lynn
4	Granby	3	Hopkinton	3	Lynnfield
4	Granville Union 39	4	Hubbardston Union 63	2	Malden

*KOC Definitions: 1 = Big city; 2 = Industrial suburb; 3 = Residential suburb;
4 = Other

TABLE IV-1 (CONT'D.)

KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM
3	Manchester Union 48	4	Montague	4	Oak Bluffs Union 19
4	Mansfield	3	Nahant	4	Oakham Union 63
3	Marblehead	4	Nantucket	4	Orange
4	Marion Union 55	3	Natick	4	Orleans Union 54
4	Marlborough	3	Needham	4	Otis Union 29
3	Marshfield	1	New Bedford	4	Oxford
4	Mashpee Union 10	4	New Braintree Union 12	4	Palmer
4	Mattapoisett Union 55	3	Newbury Union 68	3	Paxton Union 64
4	Maynard	4	Newburyport	2	Peabody
3	Medfield	4	New Salem Union 28	4	Pelham Union 26
2	Medford	3	Newton	3	Pembroke Union 31
4	Medway	3	Norfolk	4	Petersham
3	Melrose	4	North Adams	4	Phillipston Union 1
4	Merrimac Union 53	4	Northampton	1	Pittsfield
4	Methuen	3	North Andover	4	Plainville
4	Middleborough	4	North Attleborough	4	Plymouth Union 62
3	Middleton	3	Northborough Union 3	4	Plympton Union 31
4	Milford	4	Northbridge	4	Princeton Union 64
2	Millbury	4	North Brookfield Union 7	4	Provincetown Union 14
3	Millis	4	Northfield Union 18	2	Quincy
4	Millville Union 44	3	North Reading	3	Randolph
3	Milton	4	Norton	3	Raynham
4	Monroe Union 43	3	Norwell	3	Reading
2	Monson	3	Norwood	4	Rehoboth Union 37

*KOC Definitions: 1 = Big city; 2 = Industrial suburb; 3 = Residential suburb; 4 = Other

TABLE IV-1 (CONT'D.)

KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM
2	Revere	4	Southampton Union 66	4	Tyringham Union 29
4	Richmond Union 69	3	Southborough Union 3	4	Uxbridge
4	Rochester Union 55	4	Southbridge	3	Wakefield
3	Rockland	4	South Hadley	4	Wales Union 61
3	Rockport	4	Southwick Union 39	3	Walpole
4	Rowe Union 65	4	Spencer	2	Waltham
4	Rowley Union 68	1	Springfield	4	Ware
4	Royalston Union 1	4	Sterling Union 64	4	Wareham
4	Rutland Union 64	3	Stoneham	2	Warren Union 12
2	Salem	4	Stoughton	4	Warwick Union 18
4	Salisbury Union 68	3	Stow Union 47	2	Watertown
4	Sandisfield Union 39	3	Sturbridge Union 61	3	Wayland
4	Sandwich Union 10	3	Sudbury	4	Webster
3	Saugus	4	Sunderland Union 38	3	Wellesley
4	Savoy Union 43	4	Sutton	4	Wellfleet Union 54
3	Scituate	3	Swampscott	4	Wendell Union 28
3	Seekonk	4	Swansea	3	Wenham Union 57
3	Sharon	4	Taunton	3	Westborough
3	Sherborn Union 50	3	Templeton Union 1	3	West Boylston
4	Shirley Union 42	3	Tewksbury	4	West Bridgewater
3	Shrewsbury	4	Tisbury Union 19	4	West Brookfield Union 12
4	Shutesbury Union 28	3	Topsfield Union 58	4	Westfield
4	Somerset	4	Truro Union 14	3	Westford
2	Somerville	4	Tyngsborough	4	Westhampton Union 66

*KOC Definitions: 1 = Big city; 2 = Industrial suburb; 3 = Residential suburb; 4 = Other

TABLE IV-1 (CONT'D.)

KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM
4	Westminster Union 56	4	Ashburnham-Westminster	4	Marthas Vineyard
4	West Newbury Union 53	4	Athol-Royalston	3	Masconomet
3	Weston	4	Berkshire Hills	4	Mendon-Upton
4	Westport	3	Berlin-Boylston	4	Mount Greylock
4	West Springfield	4	Blackstone-Millville	4	Mohawk Trail
4	West Tisbury Union 19	4	Bridgewater-Raynham	3	Narragansett
3	Westwood	4	Buckland-Shelburne	4	Nashoba
3	Weymouth	3	Central Berkshire	3	Northboro-Southboro
4	Whately Union 38	3	Concord-Carlisle	4	North Middlesex
4	Whitman	4	Dennis-Yarmouth	4	Old Rochester
3	Wilbraham	4	Dighton-Rehoboth	3	Pentucket
4	Williamsburg Union 66	3	Dover-Sherborn	4	Pioneer Valley
3	Williamstown	4	Dudley-Charlton Reg	4	Plymouth-Carver
3	Wilmington	4	Nauset	4	Quabbin
4	Winchendon	4	Freetown-Lakeville	4	Ralph C. Mahar
3	Winchester	4	Frontier	3	Silver Lake
3	Winthrop	4	Gateway	4	Southern Berkshire
3	Woburn	4	Gill-Montague	4	Spencer-E. Brookfield
1	Worcester	3	Hamilton-Wenham	4	Tantasqua
3	Wrentham	3	Hampden-Wilbraham	4	Triton
4	Yarmouth Union 11	4	Hampshire	3	Wachusett
3	Acton-Boxborough	4	Hawlemont	2	Warren-W. Brookfield
4	Adams-Cheshire	3	King Philip	4	Whitman-Hanson
3	Amherst-Pelham	3	Lincoln-Sudbury	3	Assabet Valley

*KOC Definitions: 1 = Big city; 2 = Industrial suburb; 3 = Residential suburb; 4 = Other

TABLE IV-1 (CONT'D.)

KOC	SCHOOL SYSTEM
4	Blackstone Valley Reg
3	Blue Hills Voc
4	Bristol-Plymouth Voc-Tech
1	Greater Fall River
1	Greater Lawrence
3	So. Middlesex Voc-Tech Reg
4	Montachusett Voc-Tech
4	Northern Berkshire Voc
3	Nashoba Valley Tech
3	Northeast Metro Voc
4	Pathfinder Voc-Tech
3	Shawsheen Valley Voc-Tech
1	Southeastern
3	South Shore Voc-Tech
4	S. Worcester County Voc
4	Upper Cape Cod Voc-Tech
4	Whittier Voc
4	Bristol County Agr.
4	Essex Agr. Tech
4	Norfolk County Agr.

Table IV-2 gives the detailed results for the emphasis questions. The number over each group of three columns refers to the rank number of the emphasis items in Table 3 in Section II. The three columns headed A, B, and C correspond to the three columns in Table 3, i.e., A is the percent who think the emphasis should be increased, B is the percent of the "increasers" who think the emphasis is now high, and C is the percent of the "non-increasers" who think the emphasis is now high.

TABLE IV-2

EMPHASIS ON SCHOOL CONCERNS BY DEMOGRAPHIC CATEGORY

(Percent of Respondents)

DEMOGRAPHIC CATEGORY	EMPHASIS ITEM RANK NO.	1			2			3		
	EMPHASIS GROUP*	A	B	C	A	B	C	A	B	C
	Massachusetts	78	20	54	76	23	59	74	24	58
RELATION TO EDUCATION	Community Leader	77	17	57	74	19	62	78	23	73
	Employer	77	12	40	73	15	62	69	13	60
	Parents and Other Adults	74	21	43	77	22	57	73	25	52
	Teachers	83	23	46	83	32	70	80	38	77
	Students (8th Grade)	75	23	68	64	26	60	68	20	60
	Students (11th Grade)	78	23	75	75	16	57	75	15	48
	Recent Graduate	83	12	70	79	20	54	73	13	53
EDUCATION	No College	79	21	41	77	20	49	77	25	55
	Some College	77	18	50	79	25	65	74	26	60
SEX	Female	79	21	52	77	22	54	76	23	54
	Male	76	19	55	75	24	66	73	24	62
AGE	Under 35 Years	80	19	63	75	20	60	73	20	58
	35 to 44 Years	72	25	48	75	30	63	75	27	54
	Over 44 Years	77	18	41	80	23	56	78	29	64
INTEREST IN EDUCATION	Low Interest	71	16	42	75	15	58	71	20	53
	High Interest	74	24	45	75	29	65	74	28	57
KIND OF COMMUNITY	Big City	79	19	58	74	24	59	76	23	61
	Industrial Suburb	81	21	46	80	18	73	72	20	59
	Residential Suburb	74	19	51	76	23	57	74	25	53
	Other	81	24	62	77	27	60	74	26	57

*A - percent who think emphasis should be increased; B - percent of "increasers" who think emphasis is now high; C - percent of "non-increasers" who think emphasis is now high.

TABLE IV-2 (CONT'D)

EMPHASIS ON SCHOOL CONCERNS BY DEMOGRAPHIC CATEGORY
(Percent of Respondents)

DEMOGRAPHIC CATEGORY	EMPHASIS ITEM RANK NO.	4			5			6		
	EMPHASIS GROUP*	A	B	C	A	B	C	A	B	C
	Massachusetts	73	32	70	71	17	37	69	34	77
RELATION TO EDUCATION	Community Leader	87	23	65	74	10	30	81	39	76
	Employer	86	21	46	70	12	36	78	26	61
	Parents and Other Adults	74	31	66	75	16	35	68	36	74
	Teachers	81	48	74	78	22	48	74	44	84
	Students (8th Grade)	49	29	74	61	21	41	55	37	83
	Students (11th Grade)	65	26	71	61	15	36	70	26	76
	Recent Graduate	77	23	72	66	11	32	73	21	79
EDUCATION	No College	70	30	54	73	20	35	68	29	70
	Some College	81	34	78	75	15	38	73	38	80
SEX	Female	72	33	69	72	18	35	69	37	79
	Male	73	30	71	70	15	40	71	32	76
AGE	Under 35 Years	66	31	72	66	16	38	68	31	81
	35 to 44 Years	78	34	69	76	18	35	71	40	76
	Over 44 Years	83	31	63	78	16	38	73	37	72
INTEREST IN EDUCATION	Low Interest	70	27	60	72	14	27	67	30	69
	High Interest	80	33	79	76	16	38	71	41	83
KIND OF COMMUNITY	Big City	74	28	73	69	15	42	68	31	77
	Industrial Suburb	70	35	76	72	14	33	65	22	80
	Residential Suburb	70	38	69	70	18	34	65	41	78
	Other	72	29	71	74	20	42	75	34	81

*A - percent who think emphasis should be increased; B - percent of "increasers" who think emphasis is now high; C - percent of "non-increasers" who think emphasis is now high.

TABLE IV-2 (CONT'D)

EMPHASIS ON SCHOOL CONCERNS BY DEMOGRAPHIC CATEGORY
(Percent of Respondents)

DEMOGRAPHIC CATEGORY	EMPHASIS ITEM RANK NO.	7			8			9		
	EMPHASIS GROUP*	A	B	C	A	B	C	A	B	C
	Massachusetts	69	16	33	63	14	22	63	28	65
RELATION TO EDUCATION	Community Leader	59	15	36	65	12	28	69	24	75
	Employer	58	16	22	42	10	19	63	19	58
	Parents and Other Adults	61	20	26	59	20	19	66	27	57
	Teachers	67	17	25	69	13	25	65	38	76
	Students (8th Grade)	83	12	35	62	12	23	51	36	65
	Students (11th Grade)	79	17	67	68	11	31	57	27	68
	Recent Graduate	79	13	54	74	8	13	70	17	69
EDUCATION	No College	72	22	35	66	18	17	64	32	54
	Some College	61	14	27	62	13	22	67	25	70
SEX	Female	71	16	37	65	15	20	64	27	62
	Male	66	17	28	62	13	24	63	29	69
AGE	Under 35 Years	77	15	43	68	12	21	61	27	64
	35 to 44 Years	57	19	21	55	19	23	70	27	62
	Over 44 Years	62	19	32	61	16	22	63	32	72
INTEREST IN EDUCATION	Low Interest	68	18	17	59	17	18	63	27	59
	High Interest	53	17	30	55	21	23	64	26	61
KIND OF COMMUNITY	Big City	70	16	34	64	15	15	64	25	53
	Industrial Suburb	73	12	24	74	11	18	65	28	78
	Residential Suburb	67	17	29	61	15	20	63	29	68
	Other	73	18	46	68	15	34	61	32	69

*A - percent who think emphasis should be increased; B - percent of "increasers" who think emphasis is now high; C - percent of "non-increasers" who think emphasis is now high.

TABLE IV-2 (CONT'D)

EMPHASIS ON SCHOOL CONCERNS BY DEMOGRAPHIC CATEGORY
(Percent of Respondents)

DEMOGRAPHIC CATEGORY	EMPHASIS ITEM RANK NO.	10			11			12		
	EMPHASIS GROUP*	A	B	C	A	B	C	A	B	C
	Massachusetts	63	27	62	62	35	68	62	28	68
RELATION TO EDUCATION	Community Leader	62	26	62	53	31	66	48	25	64
	Employer	50	15	54	52	27	65	41	16	52
	Parents and Other Adults	58	31	61	60	37	59	59	28	63
	Teachers	65	37	74	67	44	79	49	39	76
	Students (8th grade)	64	27	61	59	34	70	79	28	82
	Students (11th grade)	73	18	55	64	25	75	77	23	78
	Recent Graduate	70	13	61	68	30	75	72	27	65
EDUCATION	No College	63	27	53	64	36	53	69	30	62
	Some College	60	29	69	61	37	72	51	29	67
SEX	Female	62	25	61	65	35	70	66	28	70
	Male	64	28	64	58	36	66	58	28	67
AGE	Under 35 Years	67	23	62	65	32	71	71	27	75
	35 to 44 Years	55	32	63	57	39	69	54	29	67
	Over 44 Years	63	32	65	60	40	60	48	33	61
INTEREST IN EDUCATION	Low Interest	57	24	60	62	32	64	64	24	58
	High Interest	51	35	66	54	40	66	53	28	69
KIND OF COMMUNITY	Big City	63	24	55	65	31	62	69	26	60
	Industrial Suburb	64	24	81	68	23	70	66	24	68
	Residential Suburb	63	30	66	59	40	76	60	29	76
	Other	64	28	61	65	40	61	64	34	68

*A - percent who think emphasis should be increased; B - percent of "increasers" who think emphasis is now high; C - percent of "non-increasers" who think emphasis is now high.

TABLE IV-2 (CONT'D)

EMPHASIS ON SCHOOL CONCERNS BY DEMOGRAPHIC CATEGORY
(Percent of Respondents)

DEMOGRAPHIC CATEGORY	EMPHASIS ITEM RANK NO.	13			14			15		
	EMPHASIS GROUP*	A	B	C	A	B	C	A	B	C
	Massachusetts	61	26	64	60	28	65	60	27	54
RELATION TO EDUCATION	Community Leader	60	20	62	61	31	63	58	25	71
	Employer	61	21	54	58	26	64	72	23	56
	Parents and Other Adults	59	25	59	60	25	54	60	24	43
	Teachers	67	36	71	68	30	67	58	30	51
	Students (8th Grade)	54	26	66	44	36	65	59	25	46
	Students (11th Grade)	60	21	65	59	28	77	61	29	70
	Recent Graduate	65	19	76	63	28	86	58	34	75
EDUCATION	No College	60	25	59	62	30	61	64	29	53
	Some College	63	26	66	63	26	65	58	26	53
SEX	Female	61	28	65	63	28	66	58	28	54
	Male	61	23	64	56	28	65	63	26	55
AGE	Under 35 Years	61	24	69	59	27	72	61	27	63
	35 to 44 Years	57	28	64	60	26	57	55	24	42
	Over 44 Years	66	27	52	61	33	58	64	28	47
INTEREST IN EDUCATION	Low Interest	62	20	63	61	22	53	60	21	52
	High Interest	57	27	62	58	29	58	58	22	41
KIND OF COMMUNITY	Big City	59	21	55	63	28	61	62	26	47
	Industrial Suburb	60	24	63	67	20	77	67	19	57
	Residential Suburb	60	27	71	57	31	64	59	28	54
	Other	64	31	65	59	28	69	55	32	57

*A - percent who think emphasis should be increased; B - percent of "increasers" who think emphasis is now high; C - percent of "non-increasers" who think emphasis is now high.

TABLE IV-2 (CONT'D)

EMPHASIS ON SCHOOL CONCERNS BY DEMOGRAPHIC CATEGORY
(Percent of Respondents)

DEMOGRAPHIC CATEGORY	EMPHASIS ITEM RANK NO.	16			17			18		
	EMPHASIS GROUP*	A	B	C	A	B	C	A	B	C
	Massachusetts	60	28	66	59	23	62	59	34	72
RELATION TO EDUCATION	Community Leader	50	30	72	49	26	70	51	33	70
	Employer	40	23	55	40	23	55	60	28	61
	Parents and Other Adults	53	33	65	51	32	68	66	36	68
	Teachers	62	36	79	58	28	70	60	35	78
	Students (8th Grade)	73	19	57	71	18	51	53	35	76
	Students (11th Grade)	74	19	61	73	13	46	49	28	66
	Recent Graduate	68	23	65	69	11	43	52	29	82
EDUCATION	No College	60	28	56	59	25	58	69	35	68
	Some College	54	32	72	52	26	68	57	34	75
SEX	Female	59	25	67	62	23	64	60	34	72
	Male	62	30	65	55	23	61	58	33	72
AGE	Under 35 Years	68	23	65	67	18	56	57	31	74
	35 to 44 Years	50	35	69	50	36	74	60	38	70
	Over 44 Years	53	35	65	48	28	60	62	35	69
INTEREST IN EDUCATION	Low Interest	55	27	64	54	20	63	68	34	69
	High Interest	42	36	68	44	41	72	60	37	72
KIND OF COMMUNITY	Big City	61	23	59	61	19	56	62	34	73
	Industrial Suburb	60	30	75	70	21	61	66	31	80
	Residential Suburb	61	27	67	56	27	64	56	33	73
	Other	66	32	70	64	22	63	59	37	72

*A - percent who think emphasis should be increased; B - percent of "increasers" who think emphasis is now high; C - percent of "non-increasers" who think emphasis is now high.

TABLE IV-2 (CONT'D)

EMPHASIS ON SCHOOL CONCERNS BY DEMOGRAPHIC CATEGORY
(Percent of Respondents)

DEMOGRAPHIC CATEGORY	EMPHASIS ITEM RANK NO.	19			20			21		
	EMPHASIS GROUP*	A	B	C	A	B	C	A	B	C
	Massachusetts	56	25	57	56	35	73	53	24	61
RELATION TO EDUCATION	Community Leader	44	29	61	46	46	82	46	27	56
	Employer	41	16	46	52	28	65	44	21	48
	Parents and Other Adults	53	25	46	53	34	68	47	23	62
	Teachers	63	32	75	50	47	86	61	35	73
	Students (8th Grade)	48	30	71	58	40	79	55	23	61
	Students (11th Grade)	65	18	55	66	29	66	61	19	54
	Recent Graduate	68	18	59	71	24	66	60	16	59
EDUCATION	No College	64	26	46	58	34	63	59	29	56
	Some College	52	25	57	53	36	78	49	23	65
SEX	Female	61	22	55	59	32	76	53	24	64
	Male	51	29	59	54	39	71	54	24	59
AGE	Under 35 Years	62	22	59	63	32	72	59	22	61
	35 to 44 Years	49	30	53	44	36	79	42	29	65
	Over 44 Years	49	29	56	52	43	70	53	27	57
INTEREST IN EDUCATION	Low Interest	57	22	41	56	26	72	50	26	58
	High Interest	48	33	52	43	42	71	41	21	67
KIND OF COMMUNITY	Big City	59	21	52	62	25	67	55	27	67
	Industrial Suburb	69	24	65	57	31	74	52	30	73
	Residential Suburb	52	27	57	54	42	75	54	20	58
	Other	63	27	63	59	37	76	57	26	62

*A - percent who think emphasis should be increased; B - percent of "increasers" who think emphasis is now high; C - percent of "non-increasers" who think emphasis is now high.

TABLE IV-2 (CONT'D)

EMPHASIS ON SCHOOL CONCERNS BY DEMOGRAPHIC CATEGORY
(Percent of Respondents)

DEMOGRAPHIC CATEGORY	EMPHASIS ITEM RANK NO.	22			23			24		
	EMPHASIS GROUP*	A	B	C	A	B	C	A	B	C
	Massachusetts	51	22	53	49	37	58	42	27	59
RELATION TO EDUCATION	Community Leader	30	31	66	53	36	56	42	26	64
	Employer	26	20	57	55	25	60	25	18	50
	Parents and Other Adults	36	29	54	43	38	46	39	32	58
	Teachers	75	16	51	62	48	79	53	31	70
	Students (8th Grade)	54	26	49	43	37	58	29	23	59
	Students (11th Grade)	64	21	51	51	27	62	45	24	52
	Recent Graduate	60	19	46	51	30	70	51	17	54
EDUCATION	No College	44	28	50	42	34	38	36	31	54
	Some College	50	19	57	54	40	69	47	26	64
SEX	Female	54	24	50	47	36	54	45	28	62
	Male	47	21	57	52	38	63	38	26	56
AGE	Under 35 Years	62	20	52	48	36	62	45	24	59
	35 to 44 Years	36	23	56	49	42	53	40	32	59
	Over 44 Years	39	30	52	55	35	51	37	31	60
INTEREST IN EDUCATION	Low Interest	32	21	61	42	31	44	37	29	56
	High Interest	32	40	53	46	40	48	34	38	63
KIND OF COMMUNITY	Big City	57	11	43	53	33	53	45	25	47
	Industrial Suburb	59	23	64	51	40	55	43	25	70
	Residential Suburb	49	26	56	45	41	58	41	31	62
	Other	55	28	48	51	39	63	43	26	64

*A - percent who think emphasis should be increased; B - percent of "increasers" who think emphasis is now high; C - percent of "non-increasers" who think emphasis is now high.

TABLE IV-2 (CONT'D)

EMPHASIS ON SCHOOL CONCERNS BY DEMOGRAPHIC CATEGORY
(Percent of Respondents)

DEMOGRAPHIC CATEGORY	EMPHASIS ITEM RANK NO.	25			26			27		
	EMPHASIS GROUP*	A	B	C	A	B	C	A	B	C
	Massachusetts	36	32	64	35	42	76	34	44	82
RELATION TO EDUCATION	Community Leader	39	27	59	37	37	75	31	41	76
	Employer	22	23	47	40	28	68	30	40	73
	Parents and Other Adults	33	28	54	40	41	69	33	43	79
	Teachers	38	33	67	38	46	83	37	46	80
	Students (8th Grade)	43	40	80	28	47	80	36	60	90
	Students (11th Grade)	38	40	75	27	38	78	33	39	87
	Recent Graduate	41	26	75	29	44	80	30	37	88
EDUCATION	No College	36	36	56	34	38	63	36	45	76
	Some College	34	24	62	39	43	80	32	42	82
SEX	Female	39	30	66	34	39	74	32	46	84
	Male	33	33	61	36	45	77	36	43	81
AGE	Under 35 Years	40	33	71	30	42	79	36	44	86
	35 to 44 Years	30	26	55	44	43	74	32	49	86
	Over 44 Years	35	34	59	38	38	70	29	40	71
INTEREST IN EDUCATION	Low Interest	34	31	47	43	36	69	40	43	77
	High Interest	29	28	58	39	45	71	27	44	85
KIND OF COMMUNITY	Big City	40	25	57	37	40	71	38	38	77
	Industrial Suburb	41	39	72	38	40	81	37	41	84
	Residential Suburb	36	36	67	34	46	79	31	51	85
	Other	34	32	69	32	40	77	33	43	85

*A - percent who think emphasis should be increased; B - percent of "increasers" who think emphasis is now high; C - percent of "non-increasers" who think emphasis is now high.

TABLE IV-2 (CONT'D)

EMPHASIS ON SCHOOL CONCERNS BY DEMOGRAPHIC CATEGORY
(Percent of Respondents)

DEMOGRAPHIC CATEGORY	EMPHASIS ITEM RANK NO.	28		
	EMPHASIS GROUP*	A	B	C
	Massachusetts	32	40	76
RELATION TO EDUCATION	Community Leader	41	30	80
	Employer	32	24	59
	Parents and Other Adults	36	37	68
	Teachers	38	49	86
	Students (8th Grade)	24	58	82
	Students (11th Grade)	20	50	82
	Recent Graduate	25	26	81
EDUCATION	No College	27	42	69
	Some College	39	36	78
SEX	Female	32	39	77
	Male	32	41	77
AGE	Under 35 Years	25	45	81
	35 to 44 Years	40	40	70
	Over 44 Years	40	33	71
INTEREST IN EDUCATION	Low Interest	35	34	69
	High Interest	38	35	68
KIND OF COMMUNITY	Big City	34	38	71
	Industrial Suburb	31	43	83
	Residential Suburb	32	41	79
	Other	27	51	78

*A - percent who think emphasis should be increased; B - percent of "increasers" who think emphasis is now high; C - percent of "non-increasers" who think emphasis is now high.

Table IV-3 shows the percent of respondents in each of the demographic groups who "agreed strongly" with each of the fourteen opinion items shown in Table 4, in Section II. The numbers of each column in Table IV-3 are the rank numbers from Table 4.

TABLE IV-3

CITIZEN AGREEMENT WITH OPINIONS ABOUT PUBLIC EDUCATION BY DEMOGRAPHIC CATEGORY

(Percent of Respondents Who "Agree Strongly" With Each Statement)

DEMOGRAPHIC CATEGORY		RANK NO. OF OPINION STATEMENT						
		1	2	3	4	5	6	7
	Massachusetts	73	69	66	51	34	27	25
RELATION TO EDUCATION	Community Leader	75	70	59	44	29	20	24
	Employer	67	50	56	29	17	22	23
	Parents and Other Adults	81	71	64	45	29	29	28
	Teachers	84	76	69	50	39	19	27
	Students (8th Grade)	46	66	63	51	33	24	21
	Students (11th Grade)	61	65	69	63	37	31	19
	Recent Graduate	73	68	76	68	46	41	28
EDUCATION	No College	78	70	67	50	33	38	28
	Some College	80	70	67	48	33	22	26
SEX	Female	76	73	70	53	35	27	25
	Male	70	65	62	47	32	27	25
AGE	Under 35 Years	67	69	71	58	40	30	24
	35 to 44 Years	81	69	61	41	26	21	30
	Over 44 Years	81	69	61	42	27	26	22
INTEREST IN EDUCATION	Low Interest	80	67	61	44	28	30	29
	High Interest	81	71	61	42	23	24	26
KIND OF COMMUNITY	Big City	76	66	64	54	36	35	30
	Industrial Suburb	76	73	71	53	31	27	22
	Residential Suburb	74	73	69	51	34	24	21
	Other	69	69	67	53	37	28	29

TABLE IV-3 (CONT'D)

CITIZEN AGREEMENT WITH OPINIONS ABOUT PUBLIC EDUCATION BY DEMOGRAPHIC CATEGORY
(Percent of Respondents Who "Agree Strongly" With Each Statement)

DEMOGRAPHIC CATEGORY		RANK NO. OF OPINION STATEMENT						
		8	9	10	11	12	13	14
	Massachusetts	24	23	22	20	18	18	12
RELATION TO EDUCATION	Community Leader	19	22	10	26	10	19	10
	Employer	13	31	9	32	10	14	8
	Parents and Other Adults	19	30	15	20	18	21	9
	Teachers	21	17	9	27	15	20	13
	Students (8th Grade)	41	16	39	8	24	15	19
	Students (11th Grade)	29	15	46	12	24	16	12
	Recent Graduate	30	21	35	24	21	16	11
EDUCATION	No College	27	29	25	23	22	22	12
	Some College	18	23	11	24	14	18	10
SEX	Female	31	23	24	17	20	19	10
	Male	17	23	21	23	17	18	13
AGE	Under 35 Years	32	18	32	17	24	16	12
	35 to 44 Years	15	27	7	23	14	21	9
	Over 44 Years	14	29	14	26	9	21	13
INTEREST IN EDUCATION	Low Interest	19	29	15	21	16	17	11
	High Interest	16	30	11	19	15	23	11
KIND OF COMMUNITY	Big City	29	26	25	22	26	21	14
	Industrial Suburb	22	18	25	18	16	19	9
	Residential Suburb	24	22	22	16	17	18	12
	Other	26	20	24	23	17	17	11

Tables IV-4 and IV-5 show the percent of people in each of the demographic groups who feel that various problems prevail in their local schools. Table IV-4 is for the 62% of the respondents who gave their schools a "good" quality rating, and Table IV-5 is for the 38% who gave their schools a "bad" quality rating. These tables provide additional details related to Table 6 in Section II of this report.

TABLE IV-4

PROBLEMS CITED BY RESPONDENTS WHO GAVE THEIR SCHOOLS A "GOOD" QUALITY RATING
(Percent of Respondents Citing Each Problem)

DEMOGRAPHIC CATEGORY		PROBLEMS							
		LACK OF DISCIPLINE	USE OF DRUGS	SCHOOLS TOO SMALL	SCHOOLS TOO BIG	CLASSES TOO BIG	INADEQUATE FACILITIES	INADEQUATE TEACHERS	INADEQUATE CURRICULUM
	Massachusetts	45	37	18	6	33	33	8	3
RELATION TO EDUCATION	Community Leader	55	37	15	7	22	31	13	3
	Employer	63	55	10	9	17	15	5	4
	Parents and Other Adults	51	35	15	6	26	25	8	3
	Teachers	41	29	25	10	50	48	6	3
	Students (8th Grade)	39	30	18	4	29	31	7	3
	Students (11th Grade)	31	41	20	4	32	41	12	3
	Recent Graduate	44	60	18	2	42	35	9	6
EDUCATION	No College	48	42	12	6	30	32	4	3
	Some College	48	37	20	8	36	33	9	4
SEX	Female	44	36	17	5	34	34	8	3
	Male	48	39	19	8	31	32	8	4
AGE	Under 35 Years	43	41	21	4	38	38	8	4
	35 to 44 Years	51	34	13	9	29	26	9	3
	Over 44 Years	44	32	17	7	27	32	6	2
INTEREST IN EDUCATION	Low Interest	53	33	10	6	19	22	9	4
	High Interest	52	34	15	8	29	22	8	4
KIND OF COMMUNITY	Big City	43	29	22	7	29	47	9	6
	Industrial Suburb	39	42	33	5	38	42	5	0
	Residential Suburb	45	39	13	6	35	27	8	3
	Other	43	36	22	5	37	36	7	3

TABLE IV-5

PROBLEMS CITED BY RESPONDENTS WHO GAVE THEIR SCHOOLS A "BAD" QUALITY RATING
(Percent of Respondents Citing Each Problem)

DEMOGRAPHIC CATEGORY		PROBLEMS							
		LACK OF DISCIPLINE	USE OF DRUGS	SCHOOLS TOO SMALL	SCHOOLS TOO BIG	CLASSES TOO BIG	INADEQUATE FACILITIES	INADEQUATE TEACHERS	INADEQUATE CURRICULUM
	Massachusetts	57	48	30	9	42	52	16	5
RELATION TO EDUCATION	Community Leader	69	58	16	6	30	30	16	3
	Employer	82	69	11	13	41	16	11	6
	Parents and Other Adults	65	45	29	10	35	44	14	5
	Teachers	58	41	21	11	57	66	16	8
	Students (8th Grade)	41	34	37	4	40	58	13	2
	Students (11th Grade)	40	48	39	7	42	61	14	7
	Recent Graduate	50	59	39	6	53	68	23	3
EDUCATION	No College	58	53	34	8	42	51	15	4
	Some College	65	49	25	10	44	49	18	6
SEX	Female	56	48	32	7	41	55	14	5
	Male	58	48	28	10	44	49	17	5
AGE	Under 35 Years	49	52	37	8	46	61	17	3
	35 to 44 Years	65	33	23	7	42	44	15	8
	Over 44 Years	70	53	18	11	31	33	12	6
INTEREST IN EDUCATION	Low Interest	65	35	20	15	29	38	19	6
	High Interest	63	43	34	5	41	44	7	5
KIND OF COMMUNITY	Big City	50	41	26	9	40	61	12	4
	Industrial Suburb	55	45	48	9	47	70	23	4
	Residential Suburb	60	47	25	11	41	42	16	9
	Other	54	52	44	4	47	57	18	3

There is a lot of concern among citizens about the cost of education, but there is little accurate knowledge about it. There were two questions:

How much do you think is spent on public education per person in a year...

...in the U.S.? _____ dollars per person in a year

...in Massachusetts? _____ dollars per person in a year

Many respondents did not answer these questions at all (40% of the parents, 15% of the teachers, 25% of the community leaders). Of those who did answer, many gave answers as low as fifty dollars and as high as two thousand dollars. For the first question (dollars per person in a year in the U.S.), one-fourth of the parents who gave numerical answers gave a figure below $200 and one-fourth gave a figure above $800. For community leaders, the comparable range is $200 to $1,000. Comparing the answers to both questions given by all groups of respondents, it can be said that there is little accurate knowledge of educational costs among various groups in the general population. No group gave results substantially more or less accurate than any other group.

Table IV-6 gives additional information related to Table 7 in Section II. It shows all of the categories used to classify the answers people gave to the question on how more money should be spent. It also shows the percent of respondents in each relation to education group who gave each kind of answer. Table IV-7 gives additional information of the same kind related to Table 8 in Section II.

TABLE IV-6

WAYS TO SPEND MORE MONEY BY RELATION TO EDUCATION GROUPS
(Percent of Respondents In Each Group)

QUESTION: If more money were available for your local public schools, on what should it be spent?	RELATION TO EDUCATION							
	COMMUNITY LEADERS	EMPLOYERS	PARENTS	TEACHERS	11TH GR. STUDENTS	8TH GR. STUDENTS	RECENT GRADUATES	STATE TOTAL
Increase teacher's salaries	3	2	2	8	1	3	2	3
Improve the teaching staff; tenure review	13	16	10	8	7	3	9	9
In-service training for teachers	0	1	1	5	1	0	1	2
More teaching aides	2	0	1	10	0	0	0	2
More teachers; reduce teacher/student ratio	3	6	8	15	5	3	5	8
More counseling	4	3	4	6	4	0	8	4
More vocational, technical, or career education	20	15	11	14	11	8	17	11
More physical education	1	1	1	1	4	4	3	2
More field trips	1	1	4	5	9	11	8	6
More emphasis on basic skills	15	14	9	8	1	2	2	9
More arts and humanities courses	4	3	3	3	5	3	5	4
Changes in curriculum	11	9	8	9	11	7	15	9
Special programs for the gifted child	3	3	4	2	1	0	1	2
Special programs for the educationally handicapped	6	3	8	7	4	2	4	6
More emphasis in humanistic areas	7	7	6	3	3	0	5	4
Training in discipline	0	2	2	1	0	0	0	1
Programs to individualize learning	4	4	5	11	2	1	6	5
Recreation and after school activities	3	3	4	4	14	11	6	6
Better lunches	1	0	1	1	6	13	0	3
Building new or improving old facilities	10	8	8	18	30	32	20	17
New and better teaching equipment	6	5	10	27	23	24	19	17
Better sports equipment	0	0	2	1	17	20	9	6
Better science equipment	0	1	3	1	8	8	9	4
More, updated books	4	0	6	10	22	24	16	12

TABLE IV-7

WAYS TO SPEND LESS MONEY BY RELATION TO EDUCATION GROUPS
(Percent of Respondents In Each Group)

QUESTION: If it were necessary to reduce the school budget in your area, which expenditures should be reduced or eliminated?	RELATION TO EDUCATION							
	COMMUNITY LEADERS	EMPLOYERS	PARENTS	TEACHERS	11TH GR. STUDENTS	8TH GR. STUDENTS	RECENT GRADUATES	STATE TOTAL
Reduce the number of teachers	6	6	6	7	7	5	2	6
Reduce teacher's salaries or fringe benefits	9	14	4	4	3	3	5	5
Reduce administration costs (personnel, facilities)	26	16	11	18	6	2	8	11
Eliminate non-teaching aides	7	4	2	4	1	2	0	2
Reduce music programs	3	2	2	4	2	13	3	4
Reduce art programs	4	3	2	2	2	7	2	3
Reduce other specific programs	26	22	13	23	15	15	17	17
Reduce recreation and activities programs	4	3	4	9	5	7	5	5
Eliminate costly school structures and luxury items	10	8	6	2	2	5	1	4
Reduce transportation provided by school	13	5	9	5	4	3	4	6
Reduce inter-school, varsity athletics	18	13	14	18	12	3	12	13
Reduce athletic department expenditures	3	2	4	7	6	4	6	5
Reduce purchases of textbooks, teaching materials, teaching equipment	5	3	4	14	11	14	6	8
Reduce maintenance expenditures for buildings	12	6	7	6	6	11	4	7
Eliminate frills	4	4	4	4	1	0	2	3
Make better use of available equipment	3	2	5	6	5	13	6	6

Table IV-8 gives additional information related to Table 9 in Section II. It shows all of the categories used to classify the answers people gave to the question on the kinds of changes people would like to see made in the public schools in the next ten years. It also shows the percent of respondents in each relation to education group who gave each kind of answer.

TABLE IV-8

CHANGES DESIRED IN THE NEXT TEN YEARS BY DEMOGRAPHIC CATEGORY
(Percent of Respondents Citing Each Change)

CHANGE	RELATION TO EDUCATION							
	COMMUNITY LEADERS	EMPLOYERS	PARENTS	TEACHERS	11TH GR. STUDENTS	8TH GR. STUDENTS	RECENT GRADUATES	STATE TOTAL
Better trained and dedicated teachers	7	11	9	8	13	12	14	10
Review of tenure system	8	7	5	2	2	0	4	4
Reduce teacher/student ratio	2	3	8	11	5	4	4	7
Give students more individual attention	14	6	12	22	10	4	17	13
More discipline	10	10	12	13	6	6	8	10
More student participation in determining curriculum	1	0	2	2	9	6	9	4
Counseling	1	2	4	3	2	1	4	3
Relax strict school rules	0	0	1	2	18	11	5	5
More vocational, technical, career education	19	15	8	12	9	3	16	10
More emphasis on basic skills	25	19	14	22	2	0	8	12
Other changes in curriculum	13	9	16	20	22	18	28	19
More activities and sports	1	0	1	1	4	8	2	2
More programs for the special child	2	0	4	2	1	0	0	2
More emphasis in humanistic areas	5	3	6	9	2	1	5	5
Better physical facilities	3	2	6	6	19	28	13	11
Better classroom equipment	0	1	0	0	3	6	2	1
More and better teaching equipment	0	0	2	1	4	6	2	2
Better use of facilities	2	2	2	3	0	0	0	1
Change educational funding methods	8	3	2	5	0	0	0	2
More local control of schools	8	4	3	3	0	0	1	2
Better management of funds	2	1	3	3	1	0	2	2
Eliminate frills and unnecessary spending	4	0	2	2	0	0	0	1
More concern for racial integration and bussing	2	1	1	1	1	0	0	1
Less concern for racial integration and bussing	1	1	3	1	1	1	2	2

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